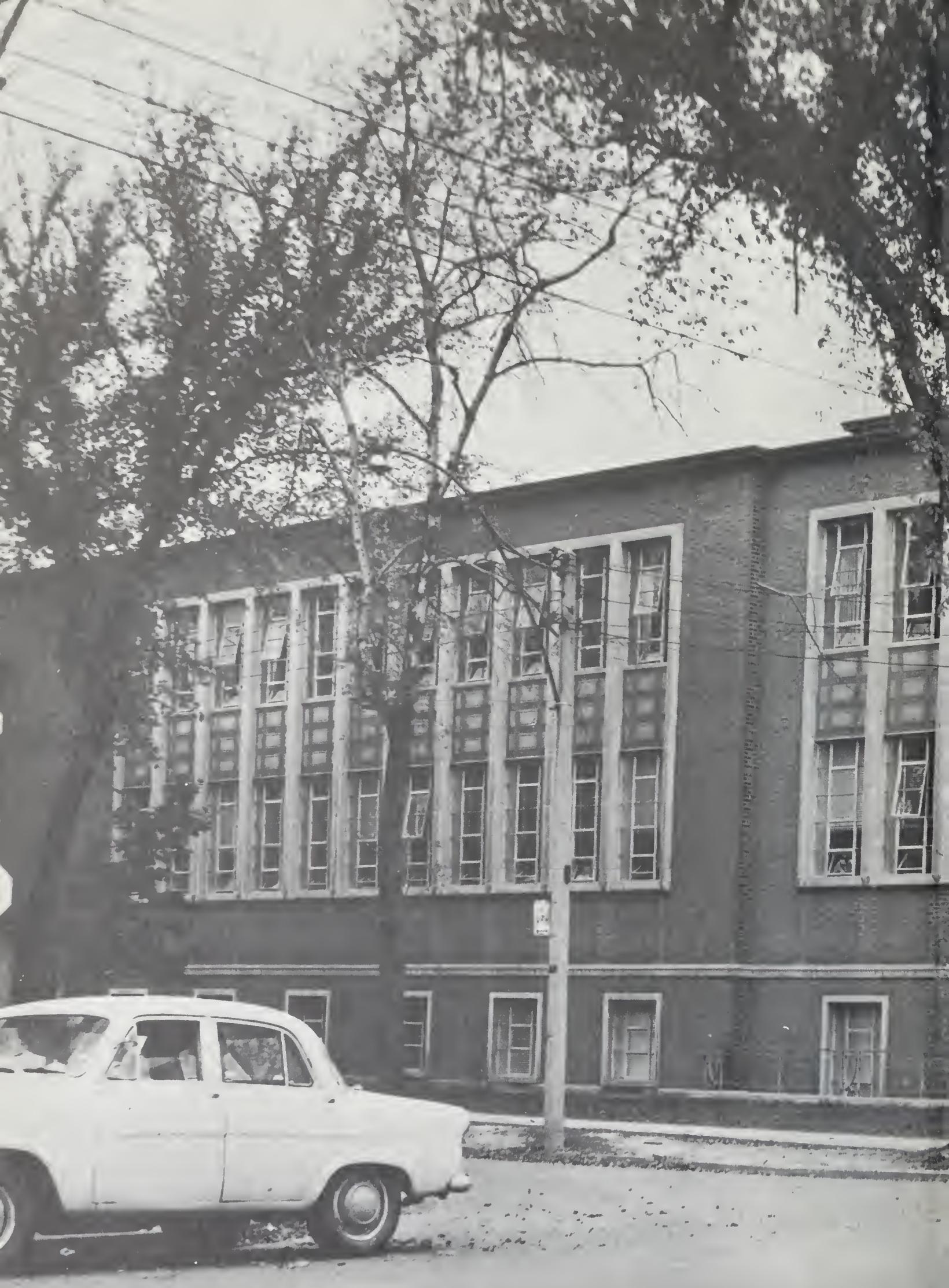




The Varsity Nurse 613



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DEDICATION



The 1963 Yearbook is gratefully dedicated to
Miss MARY B. MILLMAN
in appreciation of her many years of devoted service.

Miss Millman graduated from University College, University of Toronto, in Modern Languages, in 1914. She did a year's work towards her Masters in English. Three years were spent at the Central Neighborhood House (which is still in existence) in settlement work. This stimulated her interest in nursing and she entered the Vassar Training Camp in June of 1918. This was a special arrangement, for University graduates, of twelve weeks. From this camp the students went to various hospitals. Miss Millman registered at Bellevue Hospital, New York City. During her two years and two months there she also received preparation in public health nursing at Columbia University, and the Henry Street Visiting Nurse Association. She later took a course in Supervision at Columbia. Miss Millman was with the Toronto Health Department for fourteen years as a staff nurse and supervisor, coming to the University of Toronto on March 15th, 1935.



director's message

The work of the University of Toronto School of Nursing began a little over a decade ago, in a Department of Public Health Nursing. The purpose of the Department was to prepare graduate nurses for public health nursing, a field that was new at that time. Courses to prepare graduates of hospital schools for supervisory and administrative posts were developed in 1928 in the Department of University Extension. In 1933 the School in its present form was organized. This made possible further development in the courses for graduate nurses, and the development of a basic course in nursing within the university.

Miss Russell, the founder and first Director of the School wrote about the development of the basic course saying that the work was experimental in nature, the purpose being to add to and organize the content in nursing, to search for educational values and control over conditions of practice. From 1933 to 1942 this basic course led to a Diploma in Nursing. In Miss Russell's words: "gradually there was opportunity to include more liberal education (both in content and method) in the students' curriculum: hence the way was paved for establishing a Degree Course in Nursing and this was done in 1942". The certificate courses for graduates of hospital schools were continued, and in 1952 a Degree Course for these students was introduced.

Throughout the years the staff of the School has been concerned with standards of nursing education and with educational values. This concern is reflected in the Philosophy, Purpose and Programme which was recently reviewed by the staff and is contained in the statement that follows. A fine tradition has been built by those who founded the School and have contributed to its development, as well as by the graduates, many of whom have made outstanding contributions to nursing in Canada and other countries throughout the world.

Those who are graduating today are entering nursing at a time when there is an unprecedented demand for service and for leadership from the nursing profession to contribute to the development of both nursing service and nursing education. It is the hope of the staff that the preparation graduates of this School have received will have qualified them to discharge their responsibilities well. We trust that the recognition of and respect for the School earned by graduates of earlier years will be maintained and enhanced through the contribution of the graduates of 1963.

Helen M. Carpenter



editorial

Before the advent of high-powered cars and super highways, the ancient roads were marked by milestones. Undoubtedly, many a weary traveller would pause at one of these markers to review his experiences. Our time at this school is also an eventful journey filled with many new events, but here as well to recall these, a milestone is needed. This is one of the purposes for publishing "The Varsity Nurse".

Our other and less obvious aim is common to other activities such as athletics, drama, and council, and is perhaps best expressed by Alfred Tennyson:

"How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!"

Yes indeed, we would lead a dull life if we were only to sit and wait and let life pass. However, if we look around us, how many truly lead a full life? I feel certain that all who have participated in some activity at the school have broadened their outlook on life and so did not "rust unburnished". Yet I cannot help but feel that many more could have taken an active role. Perhaps you know the answer better than I to this seemingly general trend of apathy.

I would like to take this opportunity to express my personal gratitude to all my editors and managers. I would also like to thank our staff advisor, Miss Wilson, for all her help and advice in making this edition possible.

In conclusion it is my profound hope that the graduates will

"Follow knowledge like a sinking star
Beyond the utmost bound of human thought".

Mary Speck

YEARBOOK COMMITTEE



FRONT ROW: N. Pragnell, J. Rose, A. Payne, M. Speck, L. Redhill,
M. Kelly, R. Tanaka. BACK ROW: N. Johnston, J. Macdonald,
C. Hanas, P. Stride, J. O'Leary, D. Hetherington, J. Parker, J. Brown,
M. Balak, L. Harris.

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Layout	M. Kelly
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Degree III	M. Kelly
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Nursing Service	J. O'Leary L. Butler
P. H. General	J. Parker R. Tanaka M. Balak C. Bishop



president's message

One hears many discussions and even heated debates today regarding the relative merits of large and small universities. It is difficult to say which is better but when resolved in either direction I always feel that the School of Nursing at the University of Toronto is very fortunate as it seems to combine the advantages of a small faculty and a large university. We have not only the advantages of the academic facilities of a large university, but we are able to participate in a multitude of extracurricular activities. Our primary aim in attending university is to earn an education and a degree or certificate, and consequently, most of our time of necessity must be spent in this pursuit. However, participation in other activities offered on the campus does much to round out any student's experience, and here at the University of Toronto there should be something which appeals to everyone, be it council work, political endeavours, drama, writing, music, or extra-curricular lecture series. The purpose of the Undergraduate Association Council of the School of Nursing is to promote those activities which appeal to our students more specifically. Several students in our school give very unselfishly of their time and effort to make these activities available to us all. This attitude of participation and co-operation gave the School of Nursing many memorable projects, - social, athletic and academic, and I am sure these people are rewarded with many happy memories which should all be a part of the rich experience of having attended a university. The constant threat of student apathy is always in the background as a potential undermining force to all our endeavours, but this year we had little reason to worry about this. My thanks go to all those who gave so much, whether they sat on the Undergraduate Association Council or not. Many of our activities at the School of Nursing would not have been possible without the cooperation and guidance offered by our Staff. Many of them gave individually of their time and experience to assist us in our endeavours and to them I would like to express the gratitude of the Undergraduate Association.

The university graduate as a nurse has a high reputation to uphold in her profession. As a university graduate she carries with her an appreciation of the learning she has acquired and a dedication which should come partly from the awareness of her privilege of attending university. It is our hope that each successive graduating class of the University of Toronto School of Nursing will continue to learn and appreciate the high ideals of our school, and grow as it and the tree grow.

Finally, may I extend my personal wishes for success to my fellow graduates of 6T3, with particular thanks to all those who assisted me in my obligations as President of the Undergraduate Association.

Christine Leishman.

STUDENTS' COUNCIL



FRONT ROW: E. Clough, J. Healey, C. Leishman, M. Monroe, N. Dyer. BACK ROW: C. Small, N. Stearns, J. Graham, E. Hall, L. Lang, E. Hanna, J. Whitwell, M. Speck, P. Hunter, F. Jeckell. ABSENT: L. Godwin, C. Sklar, D. Frazer, B. Bennett, N. Rosen, J. Welsh, L. Bunston, D. McCuaig, D. Shields, D. Bushell.

Student Council Executive

President	C. Leishman
1st Vice Pres.	J. Healey
2nd Vice Pres.	M. Monroe
Secretary	N. Dyer
Treasurer	E. Clough

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N. F. C. U. S.	N. Stearns	
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T. S. N. A.	F. Jeckell	Degree II J. Welsh
Social	L. Godwin	Degree III L. Lang
Assistant	C. Sklar	Degree IV J. Graham
B. & G.	D. Frazer	Postbasic Degree L. Bunston
Assistant	B. Bennett	Hosp. Nurs. Service E. Hall
Yearbook Editor	M. Speck	Nursing Education P. Hunter
Athletic Pres.	C. Small	P. H. General J. Auld
Drama	D. McCuaig	P. H. Advanced E. Hanna
Debating	D. Shields	

The School of Nursing Staff -1962-63



Miss Mary B. Millman
Professor



Miss Hilda A. Bennet
Associate Professor



Miss M. Jean Wilson
Associate Professor



Miss M. Kathleen King
Assistant Professor



Miss Elsie C. Ovilgie
Assistant Professor



Miss Jeanette E. Watson
Assistant Professor



Miss Marion C. Woodside
Assistant Professor



Miss Arlene Aish
Lecturer



Mrs. Dorothy M. Burwell
Lecturer



Mrs. Beverly Coburn
Lecturer



Miss M. Josephine Flaherty
Lecturer



Miss Kathleen Rowat
Lecturer



Miss Waltraud Schmidt
Lecturer



Miss Karen Von Schilling
Lecturer



Miss Irene Saarik
Librarian

*"It would be interesting,
Members of the Graduating Class,
to cast your horoscopes . . .*

"YOU will be better women for the life which you have led here. But what I mean by 'better women' is that the eyes of your souls have been opened, the range of your sympathies has been widened, and your characters have been moulded by the events in which you have been participators during the past years.

"Practically there should be for each of you a busy, useful, and happy life; more you cannot expect; a greater blessing the world cannot bestow. Busy you will certainly be, as the demand is great, both in private and public, for women with your training. Useful your lives must be, as you will care for those who cannot care for themselves, and who need about them, in the day of tribulation, gentle hands and tender hearts. And happy lives shall be yours, because busy and useful; having been initiated into the great secret — that happiness lies in the absorption in some vocation which satisfies the soul; that we are here to add what we can *to*, not to get what we can *from*, life."

Sir William Osler

With the best wishes of





GRADUATION

basic degree



JUDI BELL
Toronto
(V. O. N.)



SANDRA BURNHAM
Toronto
(P. H. N.)

IDA CRUMMEY
Toronto
(General Duty)



GRACE CUMMING
Toronto
(P. H. N.)

JOAN COCKBURN
Toronto
(Psychiatric)



DEBBI FRASER
Hamilton
(General Duty)



LAUREL GODWIN
St. Catharines
(Europe)

ROS GOODE (Mrs.)
Toronto
(P. H. N.)



JOAN GRAHAM
Galt
(V. O. N.)

CYNTHIA HERON
Toronto
(General Duty)



BETTY HILL
Gormley
(P. H. N.)

JUDY HUMPHREYS
(Mrs.)
Toronto



FRAN JECKELL
Ottawa
(General Duty)



CHRIS LEISHMANN
Burlington
(V. O. N.)

BARB LIVESEY
Cooksville
(General Duty
South East Asia)



JACKIE LUCAS
Belfountain
(Psychiatric)

JOAN LUMLEY
Pickering
(V. O. N.)



JANET MAC ARTHUR
Toronto
(P. H. N.)

MARY MC CULLEY
Toronto
(General Duty)



AINA MIJAN (Mrs.)
Brampton
(P. H. N.)

JUNE MORTON
Thomasburg
(General Duty)



JAN NAUSS
Toronto
(General Duty)

NORYL PRAGNELL
Port Hope
(General Duty)



LAURIE BETH
RUTLEDGE
Islington
(P. H. N.)

GAIL SADDINGTON
Copper Cliff
(General Duty)



RUTH SELLERS
Toronto
(V. O. N.)

BARB SEXTON
London
(P. H. N.)



DONNA SHIELDS
Cobalt
(General Duty)



MYRA STEEVES
Toronto
(V. O. N.)

SANDRA STEVENSON
Toronto
(General Duty)



ELIZABETH WARDLE
Toronto
(P. H. N.)

LYNN WEST
Toronto



CAROL WHITTINGTON
Toronto
(Marriage, nursing
Tanganika)

JOAN WOLOCH
Toronto
(General Duty)

post basic degree



JOAN BROWN
Sarnia
(Sarnia General Hospital)



MARGARET
MC CUTCHEON
Toronto
(Western Hospital)



MARGARET MONRO
Peterborough
(Peterborough Hospital)



SHIRLEY ROSE
Toronto
Western Hospital
(V. O. N. Supervisor)



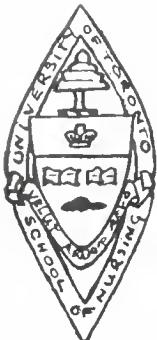
ASTRID THONIGS
Perth Royal Infirmary
in Scotland
Hamburg, Germany



JEAN TRENCHARD
Port Arthur
McKellar General
Hospital
(Teaching)



DONNA M. WELLS
Toronto
Women's College
Hospital
(Teaching)



ALUMNAE

1962

Annabel Alteman - General duty, Montreal General Hospital
Kathy Basta - North York V. O. N.
Ann Bishop - Beaches-Riverdale V. O. N.
Marilee Brown - General duty, Toronto
Charmaine Caron - North Toronto V. O. N.
Mary Comfort - East York V. O. N.
Charlotte Coulombe - Seaforth, Ontario, baby boy
Ruth Cousins - Hillcrest-Parkdale V. O. N.
Judy Durance - General duty, Hospital for Sick Children
Kay (Galka) Johnson - Research Centre, Queen St. Ontario Hosp.
Edyth Grobb - Public Health
Lois Godfrey - Etobicoke V. O. N.
Lynda (Haggans) Lewis - Scarborough V. O. N.
Jeanie Haines - General duty, Queen St. Ontario Hospital
Barb Harris - General duty, Toronto Western Hospital
Marian Hayes - General duty, Mount Sinai Hospital
Barbara Hauschild - East York V. O. N.
Pat Hogan - Hillcrest- Parkdale V. O. N.
Jane Hunter - West Toronto V. O. N.
Elizabeth Johnston - General duty, Toronto Western Hospital
June Kikuchi -Central Toronto V. O. N.
Bev Loveys - Central Toronto V. O. N.
Diane Moncrieff - Central Toronto V. O. N.
Judy Nurrish- Central Toronto V. O. N.
Jean Oswald - General duty, Montreal General Hospital
Ann Russell - motherhood
Pat Sadleir - North York V. O. N.
Sandy Simpson - General duty, Hospital for Sick Children
Diane Standish - General duty, Hospital for Sick Children
Penny Sturgeon - General duty, Toronto Western Hospital
Ann Valin - St. Elizabeth Visiting Nurses, Toronto
Jennifer (Young) Cook - Scarborough V. O. N.

6
T 3 L E C T U R E S
6 T 4 E S S A Y S
6 T 5 T E S T S
6 T 6



CLASSES

DEGREE I



FIRST ROW: P. Baillie, S. Tait, K. Leal, N. Rosen, H. Hall, J. McDougall.
SECOND ROW: A. Lennox, C. Rolliston, E. Chillman, C. Labelle, J. Ballantyne,
E. Kanderovski, H. Cherry, G. Laws, J. Gladding, J. Arnup, S. Newman. THIRD
ROW: H. Hughes, C. Welch, E. Rice, J. Gladding, W. Turnbull, W. McEwen,
J. Steinkirch, M. McPherson, N. Johnston, K. Cox, P. McIntosh, P. Smith,
R. Timpson. FOURTH ROW: E. Jack, M. McKippin, A. Hart, M. Beard, P. Porter,
M. Petrie, V. Jacuzzi, C. Godfrey, M. McLaughlin, C. Biggar, B. Richmond,
S. MacDonald. ABSENT: C. Helwig, L. Collins, T. Gladding, P. Nolan.

There we stand! The class of 6T6. In ordinary life, however, not really as organized as this picture makes us appear. (You should have seen the scramble before we said "cheese".)

We are now all over the initial stages of nursing and university life. We have had our introductions to each other, our teachers and class advisers. We have worn our blue and gold Freshmen's Beanies, composed commercials for our "superiors" and cheered our loudest for S. of N. at the Homecoming Parade. We have already experienced the panic of spot tests, the "never-endingness" of reference reading and the out of breath feeling of a record breaking run from the W. A. B. to the Zoo building (not to mention the fun of doing it in the snow).

We now know how to make a bed, change a pillow slip and bathe a student nurse. Then comes the thrill of testing our skill on a real patient, in a real bed, in a real hospital.

Ask us this time next year if we'd give up - Never! Not even for a back rub!

DEGREE II



FIRST ROW: R. Self, M. McIntyre, J. Welsh, R. Wilson, P. Reiner, N. Sakmurat,
SECOND ROW: V. Mladin, J. Russell, E. Gearing, R. Moody, W. Herget, K. Pruner,
G. Slekys, L. Harris, C. Peter, G. Brown THIRD ROW: L. Beale, M. Birnbaum,
M. Kenzie, D. Billings, H. Spence, E. Kile, F. Ogletree, R. Amiel, M. Alyea,
H. Allen, R. Dickson. ABSENT: S. Reid, S. Scott, M. McCaslin, A. Ashbourne,
J. Wright, G. Crosdale, A. Tone.

After one year of a liberal education, the class of 6T5 has gained a better understanding of nursing, people and life in general. Throughout the year everyone has their doubts about becoming a nurse. Some unfortunate souls followed spur of the moment whims and quit, but we who have completed the summer experience certainly do not regret having struggled through those few(?) days of bleakness.

In November there were those worries about talking to patients and actually bathing them. Those professional looking uniforms given to us by Mt. Sinai did wonders to boost our moral. Until May our worries were minor--climbing to the top of the Zoo building for a three hour lab, experimenting in a perfumed Bacteriology lab, burning our way through Chemistry, skipping three times around the gym at nine A.M. and then trying to study.

By the first of May we were bedraggled, but soon resumed living with those delicious muffins at Wellsley, crowded dressing rooms at T.G.H., hypos I.M.'s and sterile dressings. What happened to all that free time we were going to have?

Thus passed our whole year, the laughs along with the tears. We look back with nostalgia at that great freshman year, and forward to the day we receive our black bands.

DEGREE III



FIRST ROW: S. Stone, N. Dyer, M. Holden, L. Lang, E. Clough, B. Bennet, K. Ludwig.
SECOND ROW: C. Learn, C. Chittenden, C. Anderson, P. Stride, C. Quinn,
J. Whitwell, J. Sainsbury, L. Ford, N. Sterns. THIRD ROW: D. Thickson,
D. McCuaig, J. Healey, A. Payne, D. Hetherington, J. Rose, C. Back, M. Kelly,
B. Balkwill. ABSENT: J. Jaimet, C. Sklar, L. Redhill, D. Levy, A. McKichan,
B. Lewis, J. Hope, C. Blinoff, M. Speck.

Well, here we are again - the nurses of '64. All thirty-four knowledgeable young ladies feel perfectly equipped to diagnose each others mental as well as physical ailments. A rash of rings (both wedding and engagement) has arisen in our class; and now, instead of bridge in the Duncan, we write essays, speculate as to who's next, write essays, argue philosophy, write essays, congratulate someone on their good fortune, write essays, yawn through Anthrop, and write essays.

But we'll blunder through somehow - we always do. And we'll be the best d--n bunch of baby-sitters and baby-deliverers(remember the doc saying, "hold that fundus girls!") and wives and mothers and hand-holders and anything-else-ers in the land.

PUBLIC HEALTH GENERAL



FIRST ROW: M. Christie, A. Kolesnyk, L. Rudans, Mrs. Olsevskis, S. Farwell, L. Stevenson, M. Belak. SECOND ROW: P. Mureri, M. McAteer, M. McNair, J. Auld, P. Wilson, K. Vilde, E. M. Wood. THIRD ROW: Mrs. Ireland, Mrs. Kumamoto, S. Marshall, R. Wortman, B. Boomer, Mrs. Bailey, M. Thompson, A. Bergen, O. Bierden, L. Irvin, M. Messam, C. Crispie. FOURTH ROW: I. Hayaski, A. O'Flynn, N. Allison, S. Mason, L. Nelson, P. Judd, C. English, T. Beauregarde, M. Hubbard, R. Todd, S. Evans, A. Thomas, I. Leblanc. FIFTH ROW: S. Robertson, Mrs. Way, M. McGuire, B. Calder, P. Rowe, S. Thiessen, L. Thiessen, K. Campbell, E. Doherty, N. Mitchell, E. Jenner, M. Sparkenes, V. Johnson, B. Dempsey, I. Lowrie. ABSENT: K. Kennedy, M. Strachan, S. Turner, B. Ellison, F. Smith, M. Suffel, J. Kent, D. Wilson, N. Baraldini, F. Kearns, G. Patton, D. Clarke, G. Boyd, D. Truman, J. Turnbull, B. Turnbull, J. Gienuega, N. Ableson, G. Blaney, A. Blowers, D. Beausoleil, M. Clarke, G. Graham, I. Haitos, P. Hope, W. Knox, M. Nicholson, G. Manders, P. McKinley, D. Merrick, D. Milton, L. Rice, S. Robertson, B. Rorke, W. Scott, T. Sheldrick, M. Sparkles, G. Stott, R. Ura, A. Walsh.

"Distant pastures always seem greener." Perhaps, this is what spurred us on to become Public Health Nurses. Realizing of course, the many opportunities and wide avenues of adventure the Public Health field has to offer, many of us set aside the conveniences of a bi-monthly cheque and the luxury of leisure hours. What are we receiving in exchange? Why, only several one thousand word essay assignments, compulsory reading reviews, mid-term tests, field trips and suggested readings, and as a Christmas bonus - a Psychology exam in January.

Are distant pastures really really greener? Knee-deep in books you begin to wonder, but we must work for what we get. In years to come we'll look back on this year with fond memories and feel the effort far from wasted.

PUBLIC HEALTH ADVANCED



FIRST ROW: Marsinah, L. Robertson, J. O'Leary, E. Hanna, L. Butler, T. Hornberger, M. Ramraji. SECOND ROW: D. Nash, J. Uzumeri, E. McCready, E. Stanfield, J. Field, I. Stafford, A. Cummings, E. Clark, B. Ballard. THIRD ROW: F. Partridge, K. Buchanan, L. Randall, V. Sharp, S. Gargan. ABSENT: V. Douglas, M. Kidney.

In the early fall weather, they all came together,
From the east and from the west, to U. of T. to do their best.

Bessie's the gal we'd like for our friend,
On her gentle good humor we really depend.
Kay was late upon the scene,
But already has shown she's on the beam.
From T. B. Control comes Eileen Clark,
A clever girl who will leave her mark.
Marsinah's our happy Indonesian nurse,
Who shows her love of song and verse.
Eileen is friendly and rather quiet,
But makes her point you can't deny it.
"Why use a 1,000 words when a 100 will do?"
Is a point made by Susan and isn't it true!
Marion Ramraji from Trinidad's heat,
Find's battling this weather quite a feat.
Vivian misses Amherst, lobster and dulce,
Still higher education quickened her pulse.
All aboard for Sociology cries Jean,
As we pile into her Volks like sardines.

Donna's from Niagara Falls,
She works hard within these halls.
Laura is melting away,
Getting smaller every day.
Vivian comes from Scotia's shore,
To study at U. of T. once more.
Marion K., a Civil Service girl,
Decided to give education a whirl.
If you want things done with pep,
See Thelma our Blue and Gold rep.
Jessica is from the west,
Of course she thinks that's best.
Louise takes an interest in mothers,
Teenaged, unwed and many others.
Joan O'Leary is full of mirth,
Just like the land of her birth.
Elizabeth Hanna's an Ottawa res,
Our talkative, organized? Pres.

From the shores of North Vancouver to the streets of muddy York,
With no mountains to distract her what's to keep Ann from her work?
From Nanaimo via England, Frances came to U. of T.,
But her Indians are beckoning her back to old B.C.
Though she studies Jung and Adler, and even Sigmund Freud,
The night life of Toronto Lillian simply can't avoid.
A Bluenoser from Liverpool, a twinkle in her eyes,
For aiding our discussion groups Irene should take the prize.
"Smile" when Edith comes along, her camera by her side,
For her gracious hospitality she's known far and wide.

HOSPITAL NURSING SERVICE



FIRST ROW: Sister Mary David, S. Harvie, M. Decker, J. Breakey, E. Hall, J. Mihell, M. Traviss, S. Callan, J. Boyer. SECOND ROW: J. Calbery, M. Young, L. Rieger, L. Wittrock, M. Moorby, J. Parker, F. Lousley, R. Tanaka, G. Bonnell, J. Wade, J. DeVuono, B. St. Hill. THIRD ROW: E. Gay, P. Lawrence, E. White, M. Jacques, R. Pierce, L. White, J. Belbin, B. Nicholls, V. Kronbergs, A. Judd, M. Harbour, E. Danbrook, J. Cleminson, G. Taylor, G. Ross, E. Peat, M. Keens. FOURTH ROW: M. Slate, A.M. Magee, G. Gale, M. Robson, M. McGurk, M. Darby, M.L. Kenly, S. Crosbie, I. Mackie, M. Pedley, H. Lonergan, C. Crowley, D.K. Rogers, D. Holden, V. Jarvis. ABSENT: J. O'Toole, D. Atkinson, R. Hinoso, E. Moffatt, E. Robinson.

Our first day at school began a year of study from which we are to see the fulfillment of a desire. This desire has a different meaning to each and every one of us; to some it will mean advancement upon their return to ward duty; to others it means security in an otherwise unsettled world; while to others it is just the start towards a degree. But no matter how one looks at it, these next few months will be made up of hard work, indecisions, uncertainty, and more hard work, culminating in a whole new future with new ideas, a better education, and a broader perspective of nursing.

While we sit in class learning these things, we are conscious of those about us, and naturally wonder just who they are. We know that they not only come from all parts of Canada but also from beyond her shores. We are of all colours, creeds, and religions, brought together for one common goal - that of the betterment of nursing. Through the course in Hospital Nursing Service, we will give to the medical world our abilities and utilize the newly learned administrative processes. Upon return to our homes and our selected field of endeavour, we will carry back memories of Toronto, its people, and its great university, but most of all, we will remember those that sat beside us and shared the problems, the heartbreaks, the accomplishments, and the eventual success.

NURSING EDUCATION



FIRST ROW: N. Zadoroznig, G. Dietrich, P. Hunter, M. Britton, C. Hanas. SECOND ROW: I. Foote, I. Gaunkalns, C. McKee, G. Stockwell, M. Hiscocks, R. Gayita, H. Schulz, G. Roszell. ABSENT: W. Broome, R. Garmen, Karnaen, C. Ibrahim, J. Hibberd, G. Alty, E. Comper, S. Manalaysay, L. Paddon, B. Sawyer.

To the hallowed halls of learning we came from all walks of life and many different countries. Intellect, age, size knew no bounds. If variety is the spice of life, we have been well seasoned. The spirit at first was willing, the flesh weak and studying. We of many nationalities soon became as one in thought and desire.

Education had opened new doors; we were both stimulated and influenced by courses of study new to us. A new feeling of knowing and understanding became ours. The knowledge and experience of our pedagogues was both helpful and essential, we shall remember their endeavours to impress on us the educator's views on nursing.

Now we must rise, put on our running shoes and go about our newly appointed tasks. It will be our turn to instruct, to expect the unexpected. What will the future hold, possibly someone may become the personal nurse of J. F. K., or there are those who will trade it all in for little nurses (or doctors) and others will possibly become the leading educators in the nursing field.

May your road not be leg-weary or long, but may you serve your chosen profession with honor and pride, and remember the years of 1962-63 when working hours were from 9 to 5 and you had all the week-ends off.

POST BASIC DEGREE



FIRST ROW: C. Lambert, M. McCutcheon, L. Bunston, M. Munro, L. Brintnell.
SECOND ROW: W. James, P. Lees, J. Browne, M. Wadland, A. Thonigs, E. Woodbyrne,
S. Zubrickaite. ABSENT: H. Blythe, P. Bryant, M. Dawson, M. Finlayson,
I. Knechtel, L. Lorimer, T. Planetta, R. Thomson, D. Wells, H. Yamashita.

ON THE CAMPUS

Autumn leaves are falling,
Wide open swing the doors,
Migrant birds are calling,
They sing of distant shores.

Let us in wintertime
Seek for a better clime.

Milder winds are bringing
New life, new growth, new scope.
Can you hear the singing?
The world is full of hope.

The
“Professional”
Look . . .
UNIFORMS
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EATON'S OF CANADA



NEW HORIZONS

MAN PARTLY IS AND WHOLLY HOPES TO BE.

Meanwhile the years have passed. The world does change
And grow - or so it seems. When thought at will,
Now free through fact and theory, the range,

Perhaps not of all knowledge, but a part,
Allowed is to explore, then from this start,
Revolving the known and unknown, until
Th' expanding spheres o'erlap in part and fill
Like cogwheels interlocked, the mind; from here
Young intellects mature to see truth clear.

Implanted in man is the will to know,
Striving for knowledge, and the wish to grow.

Again, it seems the time has gone too fast.
New questions rise as reason, once awake,
Delves deeper into matter and the vast,

Wide field of learning conceives, then toward strange
Horizons, as one from a mountain range
Observing how stream, valley, distant lake,
Lost from sight below, now appear and make
Larger the view, towards unknown worlds that hide
Yonder, direct the glance, the thought, the stride.

How will we ever know it all? How much
Of our learning will we use? Will such
Plans as we have made be carried out, or
Ever become reality? Does hope
Succumb to stress when limited in scope?

To the extent that knowledge helps to act
Or solve a hard-core problematic fact,

Beget new thought, the goal is reached. But hark:
Each end, let it a new beginning mark.

Astrid Thonigs
Post Basic Degree

A PARADOX

The nurse watched him as he lay
Dying. Peace settled on his brow as life began to ebb.
A curious calm filled the room,
No warmth of blood, no flush of cheek,
Instead - coldness, paleness.
Death, the welcome comforter, the friend
To those in pain had come.

Suddenly from above a cry!
Angry, lusty - it pierced the still of night.
A new babe was born,
With zest for life, with love for fight.
A being to struggle afresh.
The nurse, impartial bystander, observer,
Knew - a beginning in pain, and end in peace.

Lois Ford
Degree 3

PHILOSOPHY, PURPOSE AND PROGRAMME OF OUR SCHOOL

Nursing is concerned with the physical, mental, emotional, and social well-being of all persons and includes the care and rehabilitation of the sick, the prevention of disease and deformity, and the promotion of health. Based on this premise, the purpose of this School is the preparation of nurses personally and professionally qualified to fulfill their social and professional responsibilities. It attempts to achieve this purpose by creating an environment and promoting educational experiences designed to foster the educational, personal, social and leadership potential of its students.

Toward this end the School assumes responsibility for the preparation of nurses to give care to the sick and to act as health teachers to patients and families, and for the preparation of nursing personnel for teaching and administrative positions to make such services possible.

The philosophy of the School underlies all its curricula and expresses the belief that the humanities and sciences are integral parts of education for professional nursing. On this basis, courses dealing with the scientific principles underlying nursing, with the social, physical and biological sciences, and with the humanities are arranged concurrently to provide the opportunity for integration and reinforcement of one through the other. To facilitate such integration and reinforcement and to protect the educational experience of the student, nursing courses, including practice in hospital and other community agencies are arranged and taught by the faculty of the School.

Two programmes leading to the degree of Bachelor of Science of Nursing are offered. These include a four-year basic programme for students holding university admission requirements and a three-year programme for registered nurses who have graduated from basic diploma schools of nursing and meet university admission requirements. Certificate Courses of one academic year in Public Health Nursing, Public Health Nursing Advanced, Nursing Education, and Hospital Nursing Service are also offered to registered nurses.

ITS OBJECTIVES

To assist the student to achieve maturity by creating an environment in which she may acquire that body of knowledge and develop those skills, attitudes and habits, particularly intellectual curiosity and analytical ability, that are basic to her personal growth and social consciousness, and to her professional competence as a nurse.

To achieve these objectives, the student is helped to acquire:-

Knowledge of the principles of the biological, physical, social sciences which underlie nursing and skill in the application of these principles; Understanding of human development, that is, of the physical, mental, emotional, spiritual and social needs and potentialities at various age levels, and the ability to utilize this understanding in relation to self and others;

Understanding of the nature of the learning process and its application in the guidance of individuals and groups;

An appreciation of the importance of personal and professional relationships, and an ability to communicate with and to work with other persons and groups of persons;

An ability to express thoughts clearly in speech and in writing;

A feeling of responsibility for contributing to the advancement of nursing knowledge through research and writing;

Development of intellectual and moral integrity, creativity and ability to make decisions and to take action on the basis of discriminative judgment;

An appreciation of the fundamental values that underlie a profession, and, in particular, that underlie nursing. By this is meant respect for human life, and for the individuality of each person; a devotion to the cause of humanity no matter what personal sacrifice may be demanded; and an unceasing thirst for that knowledge and understanding which makes work and life meaningful.

THE WORLD RADIO MISSIONARY FELLOWSHIP INCORPORATED

At the waistline of the world, where the Andean mountain range crosses the equator, South America embraces picturesque Ecuador, the land of everlasting snow and emerald green jungles. The majestic Andes, their snowcaps gleaming in the sunlight, breathtaking in their beauty, reach into the sky more than twenty thousand feet.

Quito, the capital of Ecuador, is one of the oldest Spanish cities in South America. It is situated ten thousand feet above sea-level at the foot of the volcano Pichincha, which rises still another seven thousand feet above the many ancient churches and monasteries standing out from the crowd of tiled roofs. Halfway up the volcano Indian huts and cultivated fields can be seen.

Located in this lovely city of Quito, is the World Radio Mission Fellowship Incorporated, which operates the first missionary radio station, known to millions around the world as H. C. J. B. (Heralding Christ Jesus Blessings), the voice of the Andes. It began broadcasting on Christmas Day in 1931 over a 250 watt transmitter with a half hour program in Spanish. Christmas Day, 1962, H. C. J. B. celebrated its thirty-first anniversary. It now broadcasts around the clock a variety of religious, cultural and educational programmes spanning the world in six major languages over six transmitters with a combined power of 126,000 watts.

The World Radio Missionary Fellowship sponsors other auxiliary ministries including the medical department which began in 1949, as a small Indian Hostel clinic. Today the simple clinic has been replaced by one of the most modern and up to date hospitals in Ecuador, the Rimmer Memorial hospital, called in Spanish, Hospital Vozandes. The hospital has a one year training school for national auxiliary nurses with its graduates working in many parts of Ecuador. In addition to the Rimmer Memorial hospital in Quito, the Epp Memorial hospital is in operation in Shell Mera, the gateway to the jungle. In Pifo, fifteen miles east of Quito, where H. C. J. B. maintains its transmitters and antennas, is situated a clinic. These two hospitals and the clinic have played and will continue to play a vital part in medicine in Ecuador.

June Wade,
Hospital Nursing Service.

MESSAGE FROM "THE ISLAND OF THE SUN"

In this column we as Jamaicans wish to say how much we enjoy visiting and studying in Canada. Undoubtedly we find your cold weather quite a new experience, but this is surpassed by the warmth extended to us by our classmates. It is not possible to state all the thrilling moments of our study course, but here's a hint of one of our tedious ones - Can you imagine being asked to write on the topic "Romantic Love and the Modern Canadian Family" !!!

Despite such an experience, every moment was worth spending here, and we do hope at some time we will have the opportunity of extending the same hospitality to you all in our wonderful "Island of the Sun".

Jamaican students,
Public Health General.

PUBLIC HEALTH NURSING IN TRINIDAD

In 1939 the first visiting nursing service for the islands of Trinidad and Tobago was begun by the country's Medical Officer of Health. The service was not officially organized until 1946, when the supervisor of Public Health appointed public health nurses to the districts of each of the islands' eight counties. Now each county has a chief Medical Officer of Health, who serves about ten to twelve districts. Thickly populated areas have assistants.

Most of these districts contain large sugar plantations, and the public health work is focussed on the workers employed by the estate owners. The areas served by the nurses are quite extensive and create acute transportation problems, especially in emergencies. It was not until after the war that nurses were allowed to use cars. Even now, only those in supervisory capacity can use a car. The nurses are still on call twenty-four hours a day and each one serves about 17,000 employees and their families.

When the district nursing service was first instituted, living conditions on the estates were extremely poor and conductive to disease. The workers lived in barracks each containing about twenty small rooms with a kitchen area in front of each. One family who might have up to twelve children lived in each room. These buildings have since been torn down and the workers have been lent money to build new ones. These are an improvement, but crowded unsanitary conditions still persist to quite an extent.

Because of this, control of infectious disease through treatment, prophylactic immunization, and health education has been the major goal for the Public Health service. In 1918, a hookworm unit was instituted. This unit was set up at strategic points in the sugar estates where the people could come for investigation and treatment. Shortly afterwards, the Health Department instituted latrine units in each dwelling as a preventive measure.

With the introduction of Western ideas, many problems have been created. For a people eating a mixture of traditional and Western diet, who cannot afford meat or poultry, malnutrition is a hazard. Bottle feeding, a sign of prestige and prosperity, has replaced breast feeding with uncertain results. Mothers work in the fields and the older children are left with the responsibility of caring for the babies. Sterilization of feeding equipment is not done and there is a high mortality from gastroenteritis. Inadequate water supplies and sanitary facilities contribute to typhoid fever. Whooping cough, diphtheria, and tetanus are also problems.

Health education, particularly in maternal and child hygiene, calls for initiative, resourcefulness, and infinite patience on the part of the public health nurse who constantly battles with superstition and ignorance. The people learn slowly and teaching is a frustrating process, but results have already been achieved. Miss Ramraji instituted a two year midwifery programme for girls with some education who come from the middle class. There has been considerable improvement in maternity care since the programme was started:

In 1940 she began day creches for infants and preschoolers and helped train the attendants in the principles of child care.

An acute problem now is the shortage of public health nurses. With the introduction of the eight hour hospital shift in 1961 and more attractive salaries (in the towns) nurses stay in the city. This difficulty can only be solved if better accommodation, transportation, and salaries are provided in the district.

Public health nursing in Trinidad is challenging, demanding, even discouraging at times, but very rewarding. It requires dedicated service, a good sense of humour and an ability to persevere.

Miss Ramraji has been employed in the government service as a public health nurse since 1939. She was one of the first district nurses appointed by the government in 1939 to meet the pressing needs for midwifery and maternal and child health. She has been a county supervisor since 1946 and was recently appointed supervisor for the area of Trinidad and Tobago. Miss Ramraji was interviewed by the assistant Literary Editor, Diane Hetherington.

THE VICTORIA CONFERENCE ON THE ARTS IN CANADA

Well, I had finally found Victoria College (Nursing students don't get over to that side of the campus very often) and I was registered at the Conference on the Arts. Why? Because the topic under discussion this year was Drama and I love the theatre. Ah but what could I contribute to the conference? What did I know about drama anyway? Was I wasting the Council's five dollars by marching in with a group of students who would be talking over my head? Wondering all this I joined the other sixty delegates in Hart House Theatre for a panel discussion about Canadian Theatre... "A Stirring Force in a Static Society?" The panel included an actor who advocated governmental subsidization of theatre, a producer who suggested that every theatre ticket be taxed in addition to the existing hospital tax and the money set aside to be used as a fund for Canadian producers to draw upon, and a writer who added humour as well as information to the discussion. The members agreed on one thing: Canadian Theatre needs support, both financial and popular. After a reception in Warden McCulley's apartment and a banquet in the Great Hall, we all attended Pirandello's play "Six Characters in Search of an Author". I knew that the play would be discussed among the delegates but had to admit to myself that my criticisms were purely subjective... my knowledge of acting would be no help in discussing the production and direction... to tell the truth I was beginning to doubt my own opinions about the acting!

The next morning the delegates separated into small seminar groups to discuss Canadian Theatre under the guidance of several professors. I discovered that I actually had some opinions about it. Most of the groups seemed to conclude that Canadian Theatre is non-existent. Coffee was served during the discussion and at noon all the delegates trotted over to Wymilwood for lunch. That afternoon there was a panel discussion about broadcasting with two producers and an actor from the CBS on the panel. After supper at Annesley Hall, Gerald Pratley led us through the history of motion pictures in Canada, illustrating his fascinating lecture by showing old and more recent films. Many of the delegates then became acquainted at a party held by Debbi Fraser, the other delegate from our school. Informal discussions had begun at lunch (where I discovered that I had definite ideas about "Six Characters in Search of an Author" after all) and continued in every free moment... the party included. One popular theme throughout was Canadian Theatre. We do not have the financial backing for Canadian writers which we need to produce truly Canadian plays. We do not really have a Canadian Theatre.

The next afternoon, each seminar group discussed a different topic and at 5:00 p. m. a member from each group presented their conclusions to the rest of the delegates. Most of the recommendations came from the group which had discussed "College Productions". They suggested that a Productions Committee be set up on campus to coordinate the efforts of various colleges and faculties in a meaningful way, such as to produce plays in which members from any college could take part. The Committee's function is primarily to provide an opportunity for interested students from every faculty to contribute as much or as little of their time as they could afford to dramatic productions on a large scale. For example, any interested nursing, engineering, or medical student could take part in any aspect of a large student-produced play from which he or she could learn much more than is possible in small productions. The many ideas connected with the Committee are now being drawn up in a much more coherent form than I have presented here, and will be publicized for campus approval as soon as possible.

Stirred by even more far-reaching schemes (the details of which would take several pages more) we all congregated at the Chez Paree restaurant for a closing banquet. The national director of the Dominion Drama Festival, Mr. MacDonald inspired us even more. Enthusiasm had built up over the weekend so that by the time we met at the O'Keefe Centre for a tour and closing reception, everyone was talking excitedly about the future of Canadian Theatre... which suddenly had become not a vain wish, but a realistic dream.

Carolyn Back

PUBLIC HEALTH NURSING IN INDONESIA

It takes longer to become a public health nurse in Indonesia than in this country. Following a four year basic hospital course and a two year midwifery course, one year of public health education is required.

Public health in Indonesia has been given considerable emphasis in recent years. Since 1950, UNICEF has aided greatly in the health programme by providing medicine and milk for the Maternal and Child Health Centres. In 1949, a programme was begun in central Java for the preparation of personnel in maternal and child health. Increasing numbers of nurses and midwives are being trained to meet the extensive needs of a poverty-stricken population. The inevitable problems due to ignorance and unsanitary living conditions are being attacked by preventive health measures. Health officers work in crowded, unsanitary conditions, teaching and assisting in bettering living conditions.

Infectious disease is combated by compulsory immunization programmes. Malaria, yaws, skin conditions, and many other tropical diseases are an ever-present scourge in Indonesia. Puerperal infection is one of the biggest problems. Many indigenous midwives who use traditional methods and are not receptive to new attitudes about hygiene contribute to a high incidence of tetanus. Since 90 per cent of all deliveries take place in the homes, good midwifery is essential.

The Department of Health has organized rural training centres where the people are taught hygiene, proper cooking methods, etc. Films and demonstrations are used to make the teaching easier to understand and more effective. There is a shortage of nurses and the work is frustrating at times, but the people are very co-operative with each other. For instance, if a new baby is born, others in the community come willingly to help with the confinement.

Since Indonesia became independent conditions have improved. Everyone must go to school. Previously only wealthy Indonesians and the Dutch could attend school. New hospitals have been built and doctors and nurses have come from other countries to assist and advise in the health programme.

Nursing is very difficult work and climatic problems such as the rainy season, serve to augment the other difficulties. However, with continuing foreign aid and with dedicated work by the health teams, considerable improvements have been made and will continue to be made.

Miss Marsinah has been a public health nurse in northern Sumatra since 1949, having completed her training in Bandung and North Sumatra. At present, she is a Public Health supervisor and coordinator in North Sumatra. She is one of a number of students at our school under the auspices of the Colombo Plan and she is registered in the Public Health Nursing Advanced Course. Miss Marsinah was interviewed by Diane Hetherington, the assistant Literary Editor.

WHY ARE WE AT THIS SCHOOL?

How many of us have stopped to consider why we are really at this school or what we hope to gain from it? When asked the common answer is a desire for the security of a good job, or the status of a profession, or the proverbial "I've always wanted to be a nurse" combined with "my parents wanted me to go to university". However, all too frequently no definite answer can be made. Is this an indication of lack of consideration of aims and ideals for life? It may very well be, but this does not necessarily imply too, that those with narrow, one-sided answers of the above type have really thought about life and everyday living in these more, so to speak, philosophic terms. Such purely materialistic aims can be more harmful than uncertainty as to ideals and goals. Materialistic aims tend to lead to lack of consideration of others and even dissatisfaction within the person himself.

Naturally the logical answer as to why we are here is for education; but what does education entail? Surely it is not merely the amassing of a store of impersonal facts to be regurgitated on a final examination. Yet this seems to be the feeling of many students to-day and often this feeling is coupled with an attitude of expending as little effort as possible in amassing these facts. Consequently, lectures are skipped, essays handed in late, reading assignments ignored, and studying becomes hasty cramming the night before.

Having said what education is not, I should now go on to say what I think education should involve. Education should have as its goal as well-rounded capable person. Training or knowledge in a certain limited field is not enough. As well a person must be able to get along with others, meet and handle new and trying situations, and make a positive contribution to society. Consequently, education must involve a great deal more than purely academic learning. Learning to be with people and enjoying doing things with them cannot be derived from a textbook. It comes only from participating with others or to use a more technical term, socialization. This is where so-called extracurricular activities can play an important part. The various clubs and groups around campus offer excellent opportunities. A person can get together with a small group with some common interest such as religion, drama, debating, sports, or music, just to mention a few, and exchange ideas. From a single common interest can develop an interest and consideration of others so necessary to a profession such as ours. Academically, we learn the principles and techniques, but this is not enough. Perhaps if we were dealing with machines it would be; but we are dealing with people, not only the sick but also the well, yet all needing help of some kind. To be able to give we must first have the desire to do so. This cannot be learned in lectures but only through active participation with others.

This does not mean, however, that academic work should become a poor second to other activities. After all, since we are attending a university, academic knowledge is one of our prime aims. The attainment of this knowledge should not be looked upon merely as a means to security and a good position in life but rather involve a joy in the attainment itself as well. Too often we look at the attainment of knowledge in terms of passing examinations or getting a job rather than in terms of how we can utilize our knowledge for the betterment of not only ourselves but our fellow members of society. True motive must go beyond the purely material. As nurses how can we help a person attain a desire to recover or to live making the best of what he has, if we think only of how much money we can make or how many treatments must be done before lunch. Nursing involves supporting and sustaining people in all aspects of their lives. Before we can give this support we must have an adequate philosophy of life. It would be well for us to consider the philosophy of this school and perhaps incorporate some of its aspects in both our personal and professional outlooks on life.

Judy Rose

PUBLIC HEALTH NURSING WITH THE INDIAN AND NORTHERN HEALTH SERVICES

The Directorate of the Indian and Northern Health Services became a division of the Department of National Health and Welfare in 1945. It exists primarily to provide health care for groups of Indians and Eskimos still leading the native way of life. These people vary from primitive groups living at survival level to communities well integrated into modern society. Stretched throughout northern Canada from Vancouver Island to Hudson's Bay are hospitals, nursing stations, and health centres designed to meet the special needs of these people.

Altogether there are five regions served by the Indian and Northern Health Services, the Eastern, Central, Saskatchewan, Foothills, and Pacific areas. The area which Miss Partridge serves has its zone headquarters at Nanaimo with health centres on the reserves. Each health centre has a public health nurse, (there are seven in this area), who has dispensary and clinical facilities at her disposal. Medical health officers visit these centres regularly and are on call for medical advice. The communities served by the nurses are scattered over such a large area that the nurse must travel great distances, usually by plane or boat, to reach the people. She sometimes spends many frustrating hours fogbound or grounded by storms.

Often provincial and Indian and Northern Health Services facilities overlap, but in the Nanaimo zone at least, the aim is to integrate the two services under the provincial programme. In some areas where there is a mixed settlement, such as at Bella Bella, the district nurse serves both the white and Indian populations.

The problems of the people in these areas have changed over the years. Previously rampant epidemics of smallpox, measles, typhoid fever, and tuberculosis scourged the primitive tribes as they came into more contact with the white man. When the Indian and Northern Health Services began, attention was concentrated on tuberculosis, the second greatest killer among the Indians as late as 1951. Now with early diagnosis and treatment, it has dropped to ninth place.

At the present time, lack of knowledge, socio-economic difficulties, and poor living conditions challenge the health workers. Because there is often no safe water supply, safe sewage disposal, electricity, or cheap transportation, public health work is extremely important. Apart from these problems exists the difficulty of encouraging people who have such deep-rooted cultures to accept new attitudes. However, more and more expectant mothers are taking advantage of the prenatal check-ups. Sanitation workshops have been organized at the clinics to which the people can come and then return to their communities to apply their new knowledge.

Maternal and child care holds top priority in the Service now. The birth rate among the Indians is twice as high as among the whites and the infant mortality rate is also quite high, especially from pneumonia. With low nutritional standards and being isolated in cabins with no facilities, once pneumonia develops, unless good nursing care is available quickly, there is little hope for recovery.

Poor sanitation contributes to the prevalence of infectious diseases, particularly gastroenteritis in children.

It is evident that much work still remains to be done but increasing resources have made it possible to intensify preventive measures. The chief aim of the Indian and Northern Health Service is to raise the health status of the Indians and the Eskimos to a level comparable to ours and also to integrate them into the social and economic life of the country.

Miss Frances Partridge of the Public Health Advanced course has been working as a public health nurse with the Indian and Northern Health Services since 1949. She is currently the Supervisor for the Nanaimo Zone, an area which encompasses Vancouver Island and about one half of the West Coast. Miss Partridge was interviewed by the assistant Literary Editor, Diane Hetherington.

"DESCRIPTION OF SUBJECTS OF INSTRUCTION"

(OR WHY WE HAVE A LIBERAL EDUCATION)

Students from the University of Toronto School of Nursing are given an academic as well as a practical preparation for their chosen career. During our four years here we pick up all kinds of ideals, attitudes, knowledge, and skills.

Manual dexterity - To avoid slitting the veins of a rabbit which has spent the last four months (rotting) in formaldehyde. Knowing precisely where to put your finger on the stopcock of a leaking burette so you won't have to spend the next two labs on the same titrating experiment.

Cooperation - You do the diagrams, I'll get the notes. You do the experiment and I'll write up the report. Trade you essays?

Ingenuity - How to substitute something for a bedpan, as well as collaborating on experiments so you can get out of the Physiology lab by 9:45 and have a good long bridge game in the Duncan Room.

Public Speaking - Oh those Nursing presentations!!!

Orientation - Where else but in Psych to you spend three months on the introduction to an introductory course?

Broadening our knowledge - Freddie built a Gothic pile and Marty hid in it. (This is History, the Protestant Reformation) The psychiatric family history of Alfred Tennyson. What obsesses T.S. Eliot(!) Adultery among the Wogeans and Eskimos in Anthrop.

Thinking - "Philosophy... a consistent theory about the nature of the universe by the exercise of reason (who, us?) on the basis of the best information available".

Management - "Nothing on the floor but your feet". To our dismay, this often becomes an ideal. How to get a seat in Marcus Long's crowded class and have a cigarette too. (This is tricky)

M. Kelly.

CHEMICAL ANALYSIS OF WOMEN

Symbol - XX

Occurrence - Found wherever man exists, seldom in free state.

Physical Properties -
1. Boils at nothing, but may freeze at any moment.
2. Melts when properly treated.
3. Very bitter if not well used.

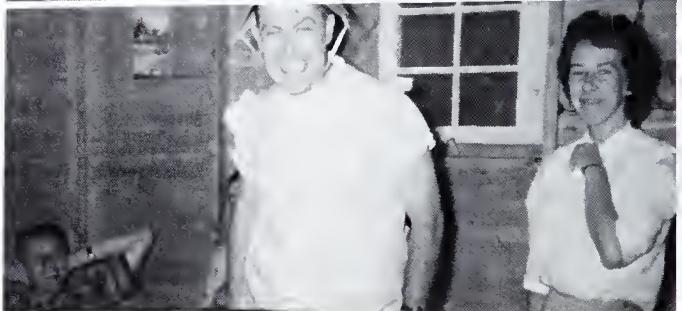
Chemical Properties -
1. Very active
2. Possesses great affinity for gold, silver, platinum.
3. Violent reaction when left alone.
4. Able to absorb a great amount of expensive food.
5. Ages rapidly.
6. Turns green when placed beside a better looking specimen.

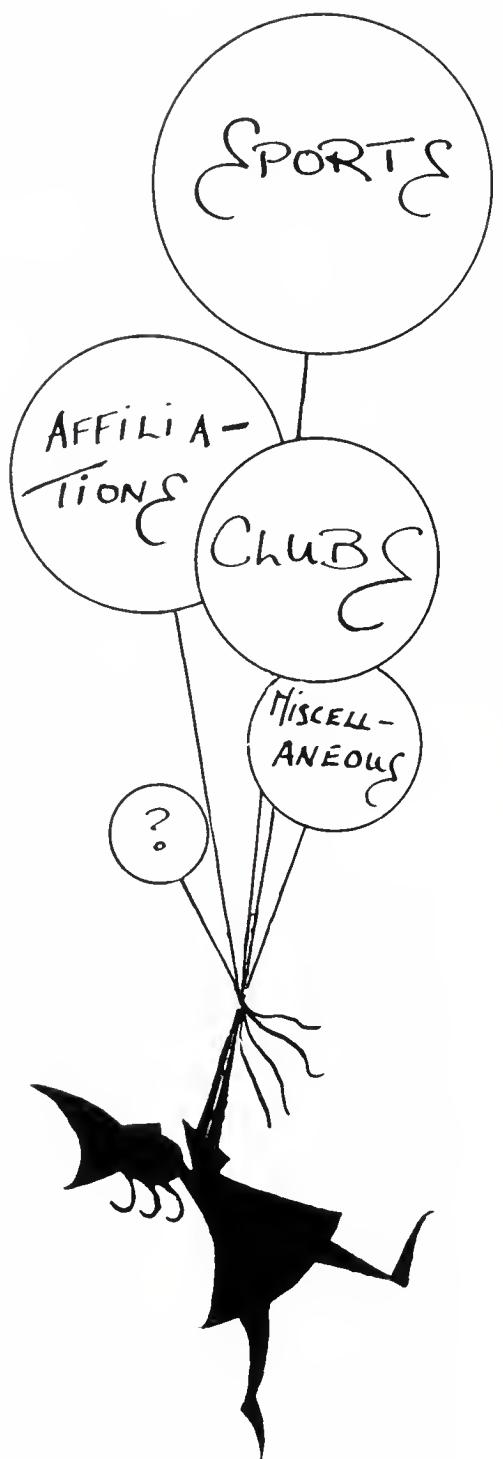
Uses -
1. Highly ornamental.
2. Useful as a tonic in acceleration of low spirits.
3. Equalizes distribution of wealth.
4. Is probably the most powerful (income) reducing agent known.

Caution - Highly explosive when in inexperienced hands!

Anonymous.







ACTIVITIES

ATHLETIC COUNCIL



FRONT ROW: B. Livesey, F. Jeckell, C. Small, R. Sellers,
M. Steeves. BACK ROW: E. Hanna, P. Bailey, J. Morton, L. Lang,
M. Holden. ABSENT: M. MacIntyre, M. McAteer.

Athletic Council and Class Representatives

President	C. Small
Secretary	D. McCuaig
Treasurer	M. MacIntyre

Degree I	P. Bailey
Degree II	P. MacIntyre
Degree III	D. McCuaig
Degree IV	R. Sellers
P. H. A.	E. Hanna
P. H. G.	M. McAteer
Nurs. Ed.	M. Hiscocks
H. N. S.	M. Becker

SOFTBALL TEAM



FRONT ROW: M. Macauley, J. Morton, B. Livsey, F. Jeckell,
R. Sellers. BACK ROW: J. MacArthur, J. Bell, J. Frazer, J. Lumley,
C. Small, J. Nauss.

ATHLETIC REPORT

This year has been active and interesting for the athletic nurses. These two aspects of the year are best illustrated by meetings held in the fall concerning the participation of "co-eds" in extracurricular sports. It was decided to limit inter-collegiate players to certain sports in order to balance the competition. As well, it was recommended that the formal structure of the Women's Athletic Directorate be revised to form a more representative student board, which would work in conjunction with a separate staff advisory board. Constructive plans were made to advertise the facilities for and advantages of extracurricular sports available to "co-eds." After much discussion, the School of Nursing decided to sponsor an Athletic Night at the W. A. B. It is hoped that this will prove to be an opportunity for all the courses and years in the school to get together and have a good time while participating in sports. In discussions with representatives from the other colleges, it inevitably comes up that the nurses have more fun than skill when playing sports. Let's keep the reputation!

The club presidents have worked hard and are greatly responsible for the enthusiastic participation this year. Basketball, as usual, was well supported, especially from the junior years. As well, the teams participated in the Toronto Student Nurses' Association tournament. A loss in the end but a good time was had by all. Volleyball this year again proved to be more successful in having a good time than it did in terms of wins. The year was one of the most successful for S. of N.'s softball team. As was the case last year, all but one of the team members were from fourth year. Next year, it is hoped that the other years will carry on the fall tradition. The winter term showed hockey to be our most popular sport -- as a result we had live teams for the first time. Early hours and cold walks to the arena did not daunt our enthusiastic skaters. Skiing enthusiasts were put into "shape" by dry ski lessons during the winter. A group then enjoyed a \$2.00 trip to Collingwood for two days of lessons, races and fun. Badminton, tennis, bowling and swimming were enjoyed by those who participated.

JUNIOR BASKETBALL



R. Moody, J. Arnup, C. Welsh, P. MacIntosh, F. Ogletree, M. Petrie.

SENIOR BASKETBALL



F. Jeckell, P. Stride, M. MacIntyre, J. Rose, L. Ford. ABSENT: P. Bailey,
L. Stevenson, N. Stearnes.

JUNIOR VOLLEYBALL



FRONT ROW: C. Welsh, R. Moody, H. Spence. BACK ROW: W. McEwan,
J. Welsh, M. MacIntyre, K. Cox.

SENIOR VOLLEYBALL



FRONT ROW: N. Pragnell, J. Morton, F. Jeckell. BACK ROW: J. Rose,
J. Lumley, J. Healey, C. Small. ABSENT: J. Wolloch.

JUNIOR HOCKEY



FRONT ROW: J. Glading, J. Arnup, C. Chittenden, C. Lapelle, R. Moody. BACK ROW: A. Lennox, M. MacLaughlin, M. Petrie, H. Hughes, J. Nauss.

SENIOR HOCKEY



FRONT ROW: S. Burnham, M. Steeves, R. Sellers. BACK ROW: H. Balak, J. Bell, J. Frazer, J. Lumley, L. Lang, J. MacArthur.

TORONTO STUDENT NURSES' ASSOCIATION



J. Russell, R. Moody, F. Jeckell, S. Stone, E. Rice, A. Parker.

TORONTO STUDENT NURSES ASSOCIATION REPORT

The Toronto Student Nurses' Association was founded several decades ago under the guidance of Miss Millman of our school, and in connection with the Registered Nurses' Association of Ontario. Unlike eight other provinces in Canada Ontario does not have a student nurses' association, but this will come in the near future to be followed by a federation for all Canada.

Throughout the year, at the monthly meetings, and in between, six "reps." from each school (elected for four years) plan for, and interest their classes in, many activities based on the three objectives:

1. To promote the best interests of the student nurses of Toronto, to broaden their horizons, and to foster unity among them.
2. To provide opportunities for fellowship in recreation and education.
3. To develop an attitude towards professional responsibility that will lead, upon graduation, to the acceptance and participation in a professional organization and the Alumnae Association.

An attempt has been made to get business passed by the executive before the meetings so that more time is left to a program and coffee hour. The hostess-school for the evening plans the program and this has proved to be anything from a Bingo to a speaker on "the Children's Aid Society" to a pianist.

The year began with a first year student nurse "tea" - a sing-song around the piano. A "Drag or Stag" dance did not attract our school but Sandy's annual breakfast party lured quite a number to the formal at Casa Loma. Basketball and volleyball tournaments were found very popular. The spring program includes a night of skits presented by the eleven first year classes (our Degree II), the raising of a \$500.00 bursary at a bridge, and elections based on a slate submitted by a representative nomination committee.

Thank you for your support in T.S.N.A. this year - and good luck, especially to you "Reps."

F. Teckell,
President of T.S.N.A.

FIRST YEAR AFFILIATION

After two days of drilling all there was to know about nursing, the class of 6T5 headed from the shelter of our patient free practice grounds to our assigned hospitals to apply our newly discovered knowledge and principles.

At the beginning, the majority of us went on the wards with a good deal of trepidation, feeling insecure, worried, and just plain scared! The whirlwind tour of the ward threw us into a state of complete panic especially when it was an OLD ward. But we soon learned our way around, and what ineffable joy to be able to tell an interne (those God-like creatures!) exactly where to find some instrument.

Those mornings, 5 to 6 a. m., were always "the morning after the night before" no matter how much sleep you got. Then the race to the hospital, quick-change artistry into our smart new uniforms, the two-minutes-flat breakfast - all for the purpose of getting to report on time.

As the day progressed, there was always something to satisfy you and your patient; he walked for the first time and you taught him; she is beginning to understand the value of well-balanced diets and you taught her. The completion of a goal and recovery of a patient is the reward for the medical team and makes up for all the trials and tribulations, failures, difficulties, and misunderstandings.

Margaret Kenzie 6T5.

SECOND YEAR AFFILIATION

Nightmares of "The Snake Pit", with all sorts of deviates, addicts, perverts, maniacs, and lurid tales of nurses and their psychotic patients had us all convinced that if we were not strangled to death during the summer, then we would surely become mental cases ourselves. This was before we went into our psychiatric hospitals; afterwards we discovered that many of the patients were just like us - then the amateur diagnosis began: "...and how long have you been feeling this way, dear?..."

The part we played in discussions and ward classes (thanks to Mrs. Burwell) made us UofT's feel a tiny bit superior and boosted our egos tremendously (usually they tended to be squashed by other students). At long last we were their equals, and friendships soon sprung up - despite attendants and their antics!

Oh yes, we had everything this summer - Queen Victoria, the Bride of Christ, C. W. B.'s, cold packs, gallons and gallons of CPZ, all the I. M.'s anybody could want want, trying desperately to establish a realtionship with your patient (and often learning how NOT to do it!). Then there was the nurse who took her male patient off the grounds... This was our psychiatric experience - our aggravating, infuriating, frustrating, and downright hilariously wonderful summer.

Margaret Kelly 6T4.

THIRD YEAR SUMMER EXPERIENCE IN OBSTETRICS AND PEDIATRICS

Attired in gorgeous white sacks, designed by New Mount Sinai Hospital, a very weak-kneed group of students began their third year summer experience. We were now privileged and could pass through the doors marked "No Admittance." Behind these doors we were to witness the beginning of life, a fascinating thing to see the baby take his first breath and begin to cry. There we learned our operating technique, helped the mother through her labour, saw the birth of twins and triplets, scrubbed in for a Cesarian section and got in the way of the doctors. And remember the primigravida who precipitated?

A new method was tried this year, by combining post-partum and nursery care. Working in the nursery seemed to bring out the maternal instinct in the class - rocking crying babies, feeding them, and changing diapers in hopes that they would not get the inevitable diaper rash. Every morning, it is lochia, fundus, perineum, sitz baths and the frustration of finding out that often the baby needs to be taught how to breast feed. The nursery was a source of amusement every day as the fathers made faces through the glass to their newest family member.

After our experience in Obstetrics we were ready for Pediatrics' at the Hospital for Sick Children. We were told by many people that we would not like it and that working with sick children would be depressing. The experience was divided between infants and older children. Toddlers and preschoolers are hard enough to keep busy when they are well, but when they are sick we found out that it is a different story. While you prepare a linseed poultice for Johnny, Billy has decorated the room with colourful crayon etchings. It is also a bit frustrating trying to take twelve T. P. R.'s and settle twelve children in half an hour. There are times when you feel a bit cruel as you jab a small child with his pre-operative sedative, or lower a burn patient into the burn bath. The infants are unable to talk back, but most have a hearty cry which beckoned the nurse from wherever she was at the time.

From Obstetrics to Pediatrics, from birth to childhood, and sometimes death, we learned about the growth and development of children. The summer of third year completes our observations of life's cycle, from birth to death and from infancy to old age.

FOURTH YEAR EXPERIENCE IN VISITING NURSING AND PUBLIC HEALTH NURSING

Visiting nursing gave us a taste of what it will be like to be on our own. Dressed in a navy-blue dress with waistline at diaphragm level, and carrying a heavily-loaded black bag, we travelled the streets of Toronto; through wind, sun, snow and rain. In this field we were able to apply our nursing principles to the home and it gave us a chance to use our own initiative. We learned to give hypos in the home, do bed baths, bladder irrigations, catheterizations and dressings. Remember the frustration of trying to explain the process of labour and delivery to an Italian mother who speaks little English; the rapport established over a cup of tea with an elderly lady; the friendly smile of an old man who recognizes the nurse as he passes her on the street. The end of the day saw us exhausted and a few felt a bit 'crawly' after a final call to a bed-bug infested home.

A public health nurse's day begins in the school and to her office come many complaints - skinned knees, nose bleeds, sore thumbs, and loose teeth. There is always vision testing to be done. You get out the chart and little Mary comes in. To your surprise, her vision is 20/200 until you realize she has to be tested on the illiterate chart. And there is always a chance to look for nits, hoping someday to see what they look like! The afternoons are spent home visiting:- prenatal and postnatal visits, tuberculosis follow-ups, orthopedic cases and communicable diseases. As you boldly walk up to the door, black bag in hand, mapping out what to say, the door is suddenly opened and your knees begin to feel weak. How defeated you feel as you proudly announce that you are the public health nurse, and then have the door slammed in your face. Some afternoons are spent at the Child Health Centre. Here they manage to get six mothers, twelve children, three nurses and two volunteers into one room. You are expected to interview the mothers while the children run around and drop toys on your feet and under the table.

Public health nursing and the Victorian Order of Nurses reach into the homes of the patients and into the whole community. Through health teaching and home visiting we were able to broaden our experience and knowledge.



DRAMA CLUB REPORT

This year the School of Nursing Drama Club suffered a little setback - but oh, well! that's nursing. Our membership decreased from last year although those who did participate put all their efforts into making our programme successful.

A small skit was produced at the annual Christmas Party under the capable direction of two girls in the post-basic courses. The Drama Club this year also sponsored a theatre night at the Crest Theatre, which was greatly enjoyed by all.

Our major effort of the year was the production of a three act play "The Three-Fold Path" by Elizabeth Rye. The play had quite a large cast and thus involved the whole club plus others who greatly helped us with the production. As many of the girls had never acted before it gave them their first taste of the work, the fun, the irritations, the thrills, and the hectic rush that belong to the stage. All in all it proved a fascinating and novel experience for most of us - and was a ball!

Darlene McCuaig



Pres: Darlene McCuaig
Vice-Pres: Carolyn Back
Sec. -Treas: Noryl Pragnell
Programme: Laurel Godwin

THE SOCIAL COLUMN

This brief column is bringing to you
All the news of what we nurses do
Throughout the year at our S. of N.,
And of course the activities including the men.
The year began with the Gala Fall Party
The decor of leaves was really quite arty.
Then came the Bridge Night to raise a large purse
With lots of prizes for the Varsity Nurse.
Next the Christmas Party edition
The theme was the festival's myths and tradition.
A post-basic play, some gay carol singing,
And jolly St. Nick left the halls really ringing.
The T.S.N.A. Dance took place at the Castle,
A terrific orchestra made this quite a parcel.
The Nursing AT HOME at the Regency Towers
Was a gorgeous affair, til the wee small hours.
By this quick review, you can see we are busy.
But being GOOD nurses, are ne'er in a tizzy.
With all our hard work, there is still time for fun,
And of course we get ALL our assignments done.

Penny Anne Stride

WORLD UNIVERSITY SERVICE

W. U. S. is an international student organization operating in more than fifty countries in the world. Its operations are co-ordinated by a head office in Geneva. It raises internationally more than \$300,000 annually by sales and donations. Canada raises one tenth of the sum to provide scholarships for overseas students and sponsor a summer seminar in another country which Canadian students attend; then report back to their universities.

This information is taken from a small blue pamphlet available at W. U. S. on Willcocks Street, but a sorry few read the booklet. Expressed as statistics, W. U. S. has little immediacy for the uninvolved student. I am not sure that I can make it any more immediate for those of you who will read on, but as one who has been involved, I will try.

Overseas Students' Reception is the first event in the fall term. Students are on duty at Malton airport, at the Royal York and on call with cars to meet new arrivals, to help them to find a home and to feel at home. Meetings take place all through the year, they are open to all students, and often boast excellent speakers. Treasure Van, (in November this year), is one of the fund drives that W. U. S. runs on the exchange basis. We give to W. U. S. in return for items which we choose from a fascinating selection. I was involved with Treasure Van; and I believe that a visit to it is enlightening for both the student and shopper who takes the trouble to come.

The Share Campaign, which is purely a fund drive, is the traditional spring event in the W. U. S. calendar and as I write this we are in the midst of the Campaign for /63. Space does not permit writing about other exchange projects, but the principles of W. U. S. put the organization in an adequate nutshell -

"We respond to a known and stated need, that learning may not die."

Jocelyn Whitwell

THE NATIONAL FEDERATION OF CANADIAN UNIVERSITY STUDENTS

The National Federation Of Canadian University Students boasts high ideals and principles. One abiding concept underlies its policies - the idea of the student with an immediate responsibility to acquire knowledge through development of mind and spirit, but with a deeper more fundamental responsibility towards his fellow students in universities not only across Canada but also in foreign countries. As students, we have an obligation which requires more than an awareness of the international student situation, but one that involves an active participation through the medium of one national federation. The Canadian student must first feel a bond of unity to his own nation, and then extend this to encompass an international brotherhood. We in nursing are constantly aware of the need for this essential brotherhood of nations.

All students at the University of Toronto become automatically members of N. F. C. U. S. It is hoped this year that a greater understanding of N. F. C. U. S. policies was attained on N. C. U. S. Day - October 17th. For some time N. F. C. U. S. has interpreted its role as the attainment and maintenance of student welfare. This has meant a struggle for equality of opportunity to provide university education for all Canadians who are able, not merely affluent. One goal reached leads to other challenges. N. F. C. U. S. is becoming more and more active on campus - something which illustrates the awakening desire for academic and national freedom on the part of the student body. It is our duty as nurses, as students, and as citizens in a democracy to be aware of N. F. C. U. S. activities at the University of Toronto. It will be exciting to watch N. F. C. U. S. in the future! Do not miss your opportunity to be a part of it!

Nora Stearns

THE STUDENTS' ADMINISTRATIVE COUNCIL

Every second Wednesday night one or two representatives from each of the colleges and faculties at this university gather around a large table in the Debates Room of Hart House. They usually settle down for a long evening of discussion beginning about 7 p. m. and winding up near the witching hour. Most of the student council representatives hold portfolios in such organizations as N. F. C. U. S., W. U. S., or the Blue and White Society and in turn they give reports of the activities of their committees at the council meetings. This is a very unusual system of student government, but it seems to work well in this federated university. The fact that the chairman of these busy committees is always a member of the S. A. C. keeps the committee closely in touch with activities of the entire campus. Correspondingly all the individual colleges and faculties are kept aware of interesting activities through their S. A. C. representatives. Parliamentary procedure is strictly observed at the meetings but the discussions are always lively and wit and repartee keep us all awake.

The S. A. C. is often criticized by the campus newspaper and the student body and this is as it should be. Over a quarter of a million dollars a year passes through the hands of the council and countless decisions are made that affect all students directly. Students of the university should always be aware of the actions of their council and controversy seems to defeat the apathy that can so easily invade a student body.

I would like to thank the students of the School of Nursing for giving me the honour of representing them. The opportunity to work and socialize with students of all colleges and faculties, and the experience in student government have been invaluable to me.

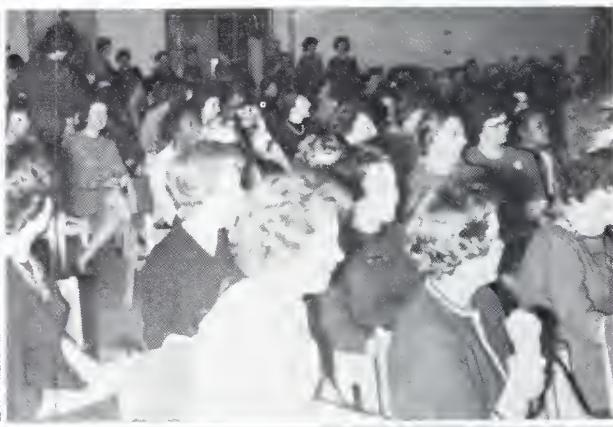
I hope that I have fulfilled my responsibility as a liaison between the S. A. C. and the School of Nursing.

Diane Bushell.

STUDENT CHRISTIAN MOVEMENT

To be a member of the S. C. M. can be an exasperating experience. To announce it on campus is to be considered a fire-breathing fanatic or a crusader with a victimizing eye. The members of the S. C. M. who have found their answers to the ultimate questions do not crusade, (or at least very seldom), and the ones who have not, lack the content for fire-breathing. There are many ways to disclose the true character of the S. C. M.; one may attend lectures on any given topic sponsored by this group, drop in at open house any Friday evening at 44 St. George Street (only across the street from the school) or, the way that I favour most strongly, is to go into the office in Hart House. People do this all day every day - they are members and non-members of the S. C. M. who know that everyone finds an uproarious welcome in this group. The purpose is truth-seeking discussion between people who enjoy intellectual clash, and not by any means are all the members of the group Christians. In joining one makes no statement of faith at all, but must be prepared for contact with some of the most striking contrasts in faith that exist anywhere. They are interested, interesting people, and I cannot imagine anyone regretting a visit to the office to meet some of them. Drop in some day, and tell them it was my suggestion.

Jocelyn Whitwell.



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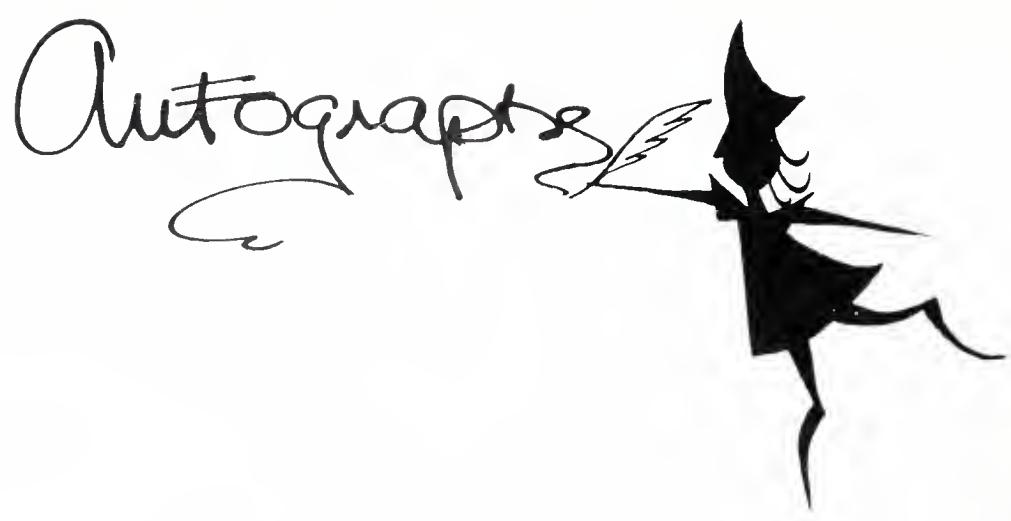
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